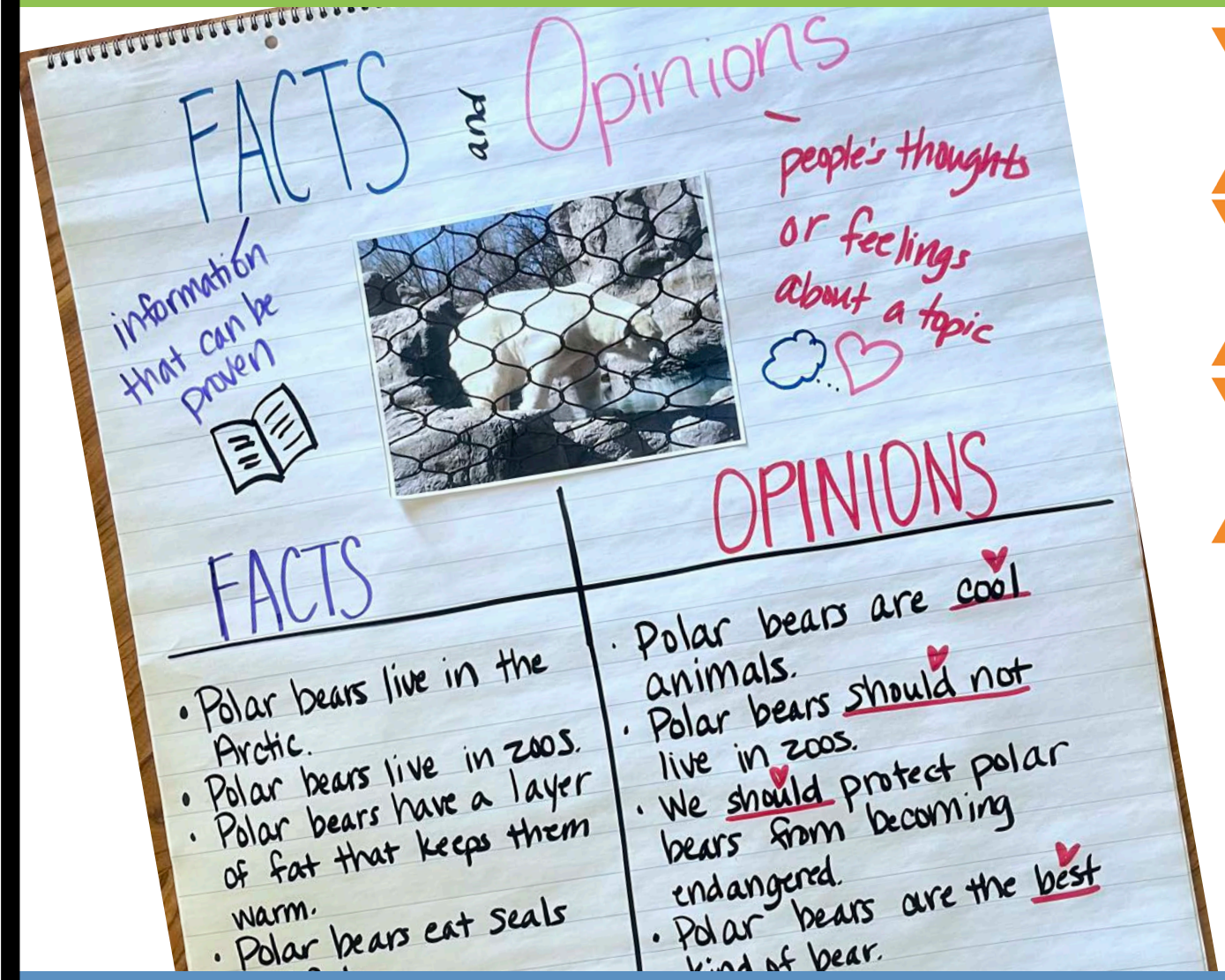
FACT & OPINION LESSONS FOR 3–5



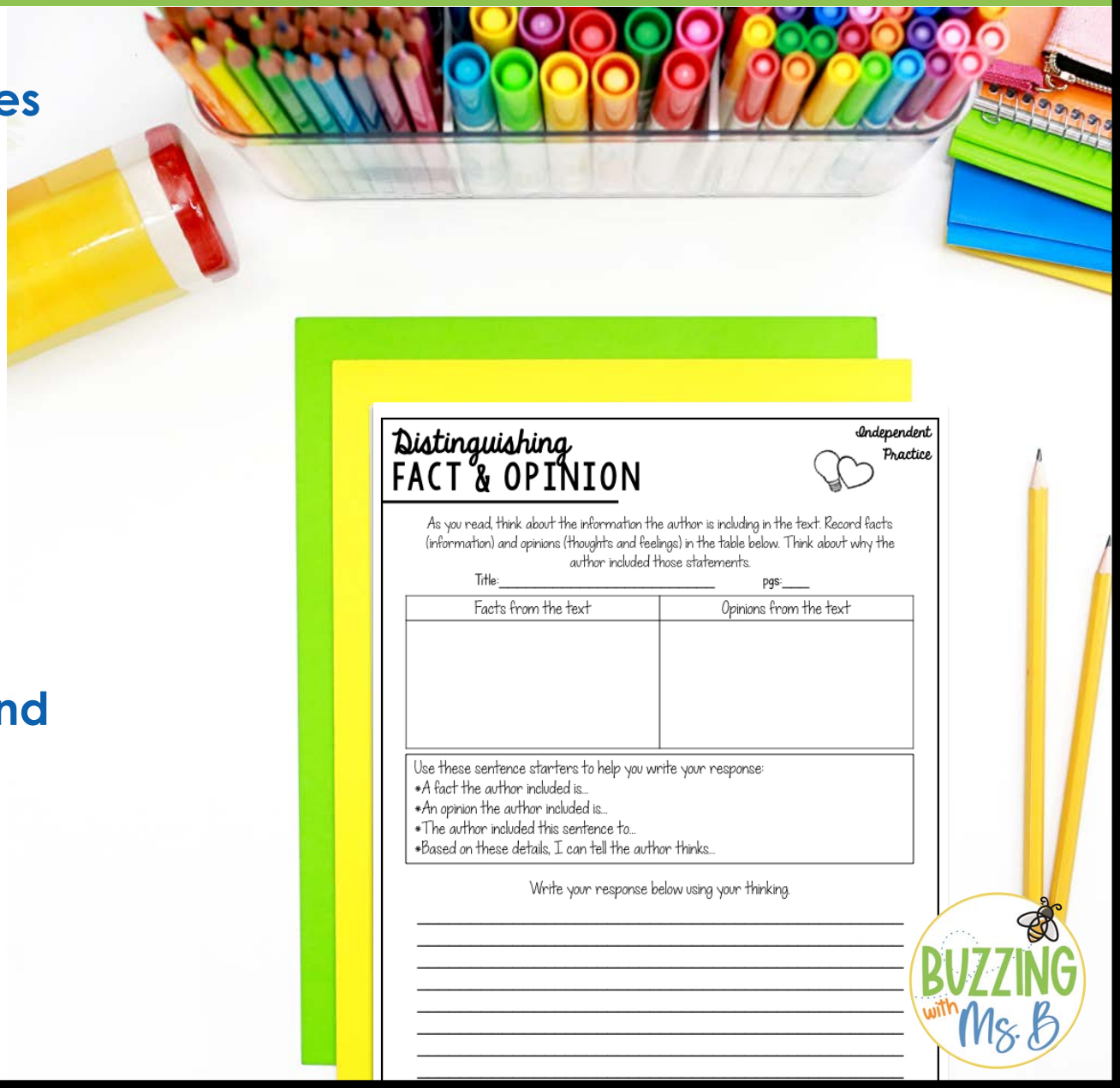
- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

BUZZING with Ms. B

ENGAGE + MODEL + PRACTICE

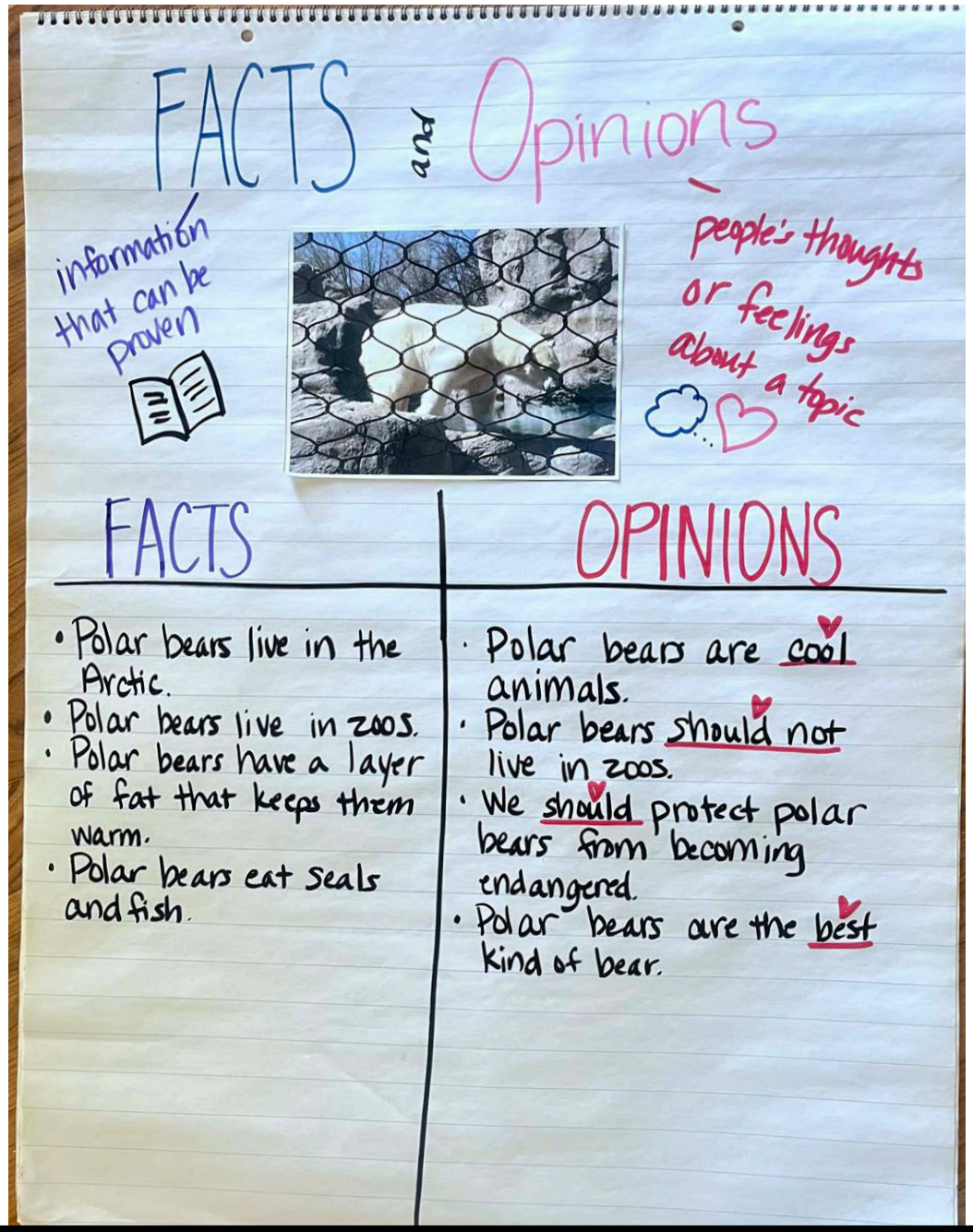
These lessons will help you...

- ✓Introduce four different types of author's purpose
- ✓Model how to identify facts and opinions in a guided passage to comprehend better
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice identifying facts and details with differentiated task cards
- ✓Connect to reading with graphic organizer and reading response



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Start with an engaging activity.

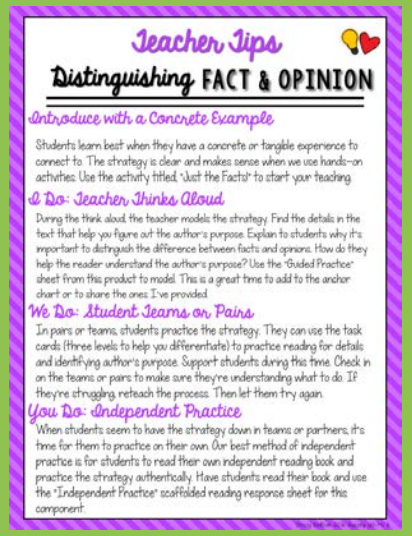


Students will…

- ✓ **Look at different photos**
- ✓ **Brainstorm facts about the photo**
- ✓ **Brainstorm opinions about the photo**

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL



Teacher Tips

Distinguishing FACT & OPINION

Introduce with a Concrete Example

Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled "Just the Facts!" to start your teaching.

I Do: Teacher Thinks Aloud

During the think aloud, the teacher models the strategy. Find the details in the text that help you figure out the author's purpose. Explain to students why it's important to distinguish the difference between facts and opinions. How do they help the reader understand the author's purpose? Use the "Guided Practice" sheet from this product to model. This is a great time to add to the anchor chart or to share the ones I've provided.

We Do: Student Teams or Pairs

In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for details and identifying author's purpose. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

You Do: Independent Practice

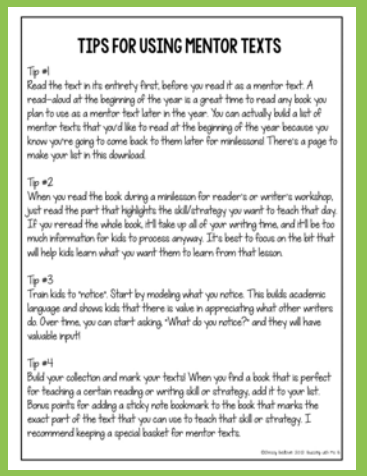
When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.



Mentor Text List

FACT & OPINION

- Chameleons Are Cool by Martin Jenkins
- Surprising Sharks by Nicola Davies
- One Tiny Turtle by Nicola Davies
- Apples by Gail Gibbons
- I'm Trying to Love Spiders by Bethany Barton
- Give Bees a Chance by Bethany Barton
- Fabulous Frogs by Martin Jenkins
- Puffin by Martin Jenkins



TIPS FOR USING MENTOR TEXTS

Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a list of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.

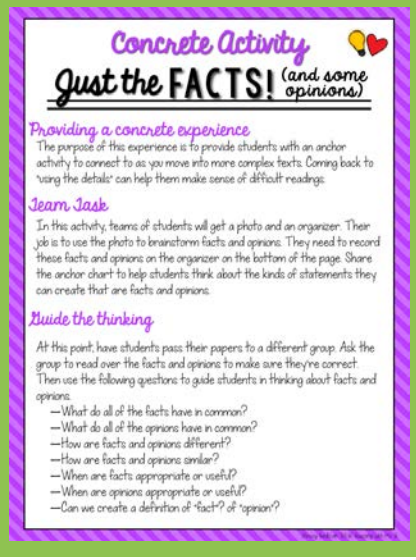
Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.

Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!

Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.

MENTOR TEXT LIST

HANDS-ON ACTIVITY



Concrete Activity

Just the FACTS! (and some opinions)

Providing a concrete experience

The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "using the details" can help them make sense of difficult readings.

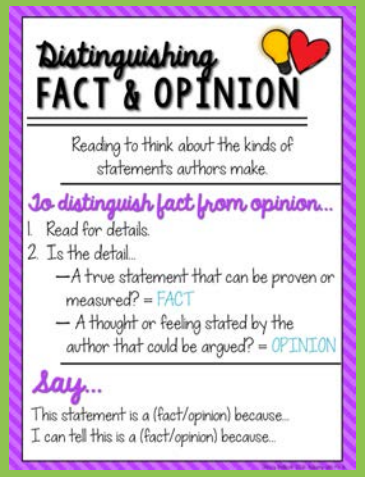
Team Task

In this activity, teams of students will get a photo and an organizer. Their job is to use the photo to brainstorm facts and opinions. They need to record these facts and opinions on the organizer on the bottom of the page. Share the anchor chart to help students think about the kinds of statements they can create that are facts and opinions.

Guide the thinking

At this point, have students pass their papers to a different group. Ask the group to read over the facts and opinions to make sure they're correct. Then use the following questions to guide students in thinking about facts and opinions.

—What do all of the facts have in common?
—What do all of the opinions have in common?
—How are facts and opinions different?
—How are facts and opinions similar?
—When are facts appropriate or useful?
—When are opinions appropriate or useful?
—Can we create a definition of "fact"? of "opinion"?



Distinguishing FACT & OPINION

Reading to think about the kinds of statements authors make.

To distinguish fact from opinion...

1. Read for details.
2. Is the detail...
   —A true statement that can be proven or measured? = FACT
   — A thought or feeling stated by the author that could be argued? = OPINION

Say...

This statement is a (fact/opinion) because...
I can tell this is a (fact/opinion) because...



Distinguishing FACT & OPINION

Reading to think about the kinds of statements authors make.

FACTS	OPINIONS
Include... *Information *Data	Include... *Thoughts *Feelings
Are... *Measurable *Provable *Unable to be argued *True statements	Are... *Emotional responses *Able to be argued *Different from person to person

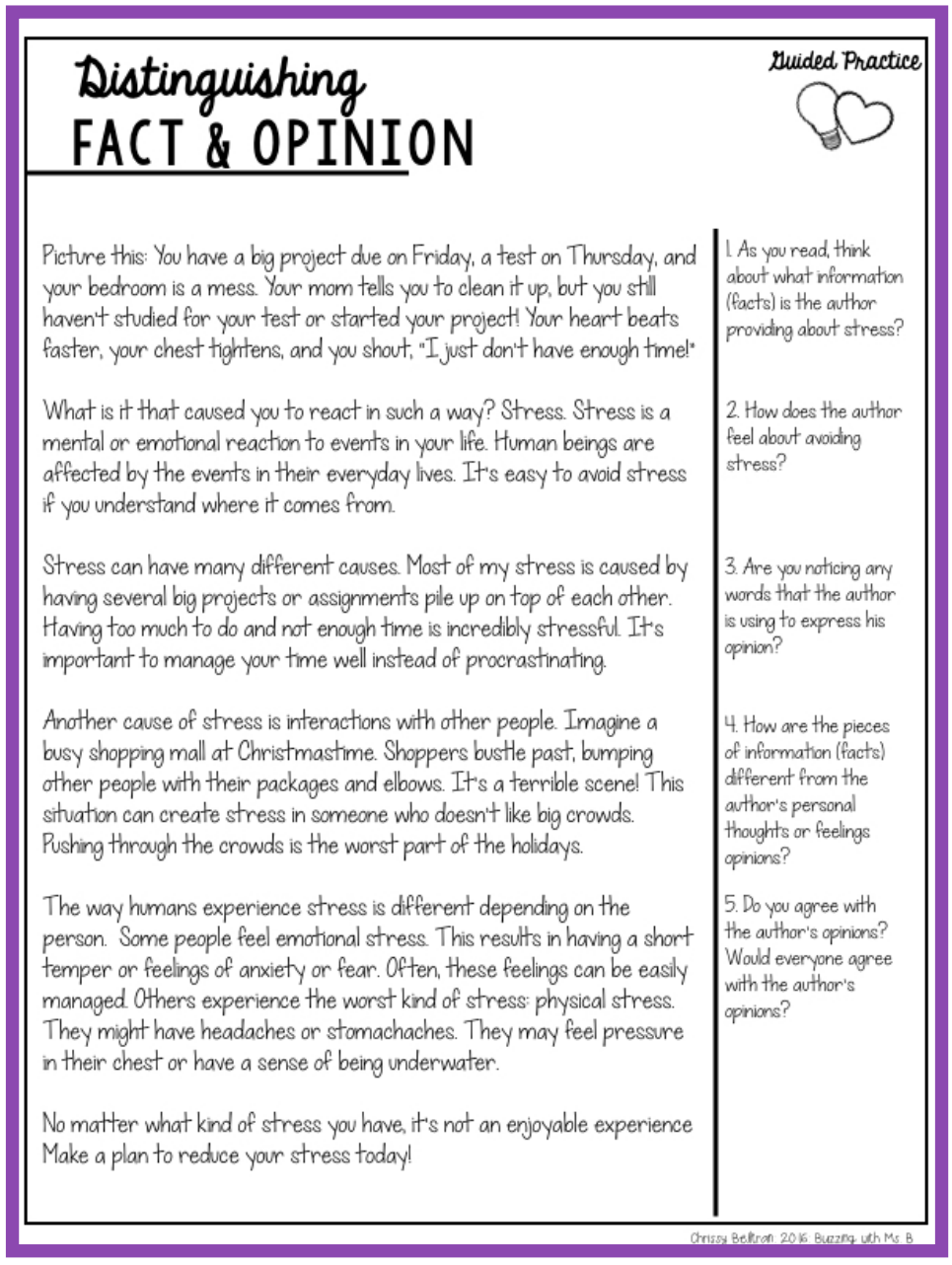
PRINTABLE POSTERS

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT QUESTIONING!

- ✓One page passage focused on facts and opinions, and engagement
- ✓Guiding questions & answer key
- ✓Focus thinking about information they can prove and opinions
- ✓Project or copy for each student

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Model with a think aloud



Guided Practice

Distinguishing FACT & OPINION

Picture this: You have a big project due on Friday, a test on Thursday, and your bedroom is a mess. Your mom tells you to clean it up, but you still haven't studied for your test or started your project! Your heart beats faster, your chest tightens, and you shout, "I just don't have enough time!"

What is it that caused you to react in such a way? Stress. Stress is a mental or emotional reaction to events in your life. Human beings are affected by the events in their everyday lives. It's easy to avoid stress if you understand where it comes from.

Stress can have many different causes. Most of my stress is caused by having several big projects or assignments pile up on top of each other. Having too much to do and not enough time is incredibly stressful. It's important to manage your time well instead of procrastinating.

Another cause of stress is interactions with other people. Imagine a busy shopping mall at Christmastime. Shoppers bustle past, bumping other people with their packages and elbows. It's a terrible scene! This situation can create stress in someone who doesn't like big crowds. Pushing through the crowds is the worst part of the holidays.

The way humans experience stress is different depending on the person. Some people feel emotional stress. This results in having a short temper or feelings of anxiety or fear. Often, these feelings can be easily managed. Others experience the worst kind of stress: physical stress. They might have headaches or stomachaches. They may feel pressure in their chest or have a sense of being underwater.

No matter what kind of stress you have, it's not an enjoyable experience. Make a plan to reduce your stress today!

1. As you read, think about what information (facts) is the author providing about stress?

2. How does the author feel about avoiding stress?

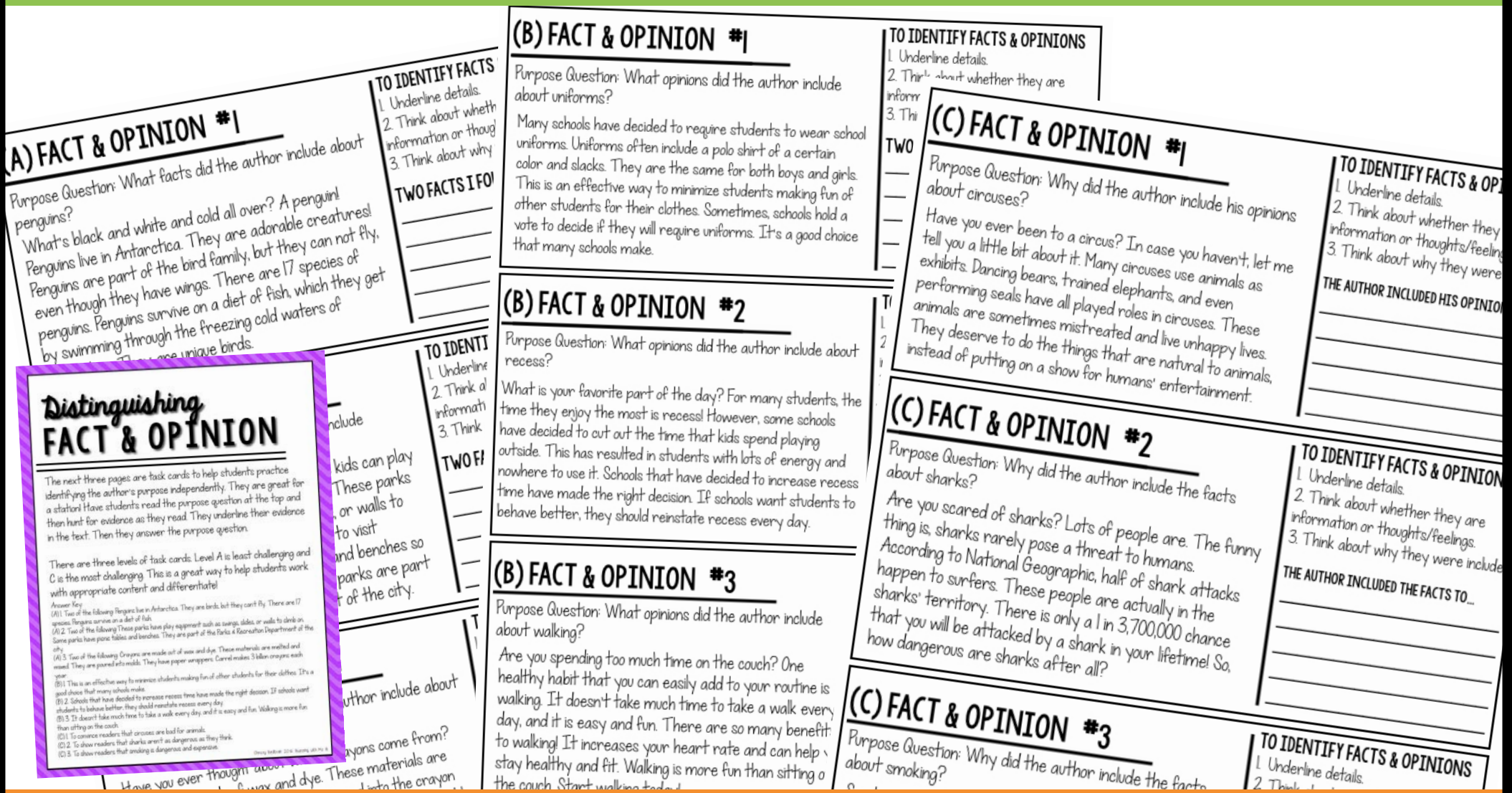
3. Are you noticing any words that the author is using to express his opinion?

4. How are the pieces of information (facts) different from the author's personal thoughts or feelings (opinions)?

5. Do you agree with the author's opinions? Would everyone agree with the author's opinions?

Chrissy Bellfron 2016 Buzzing with Ms. B

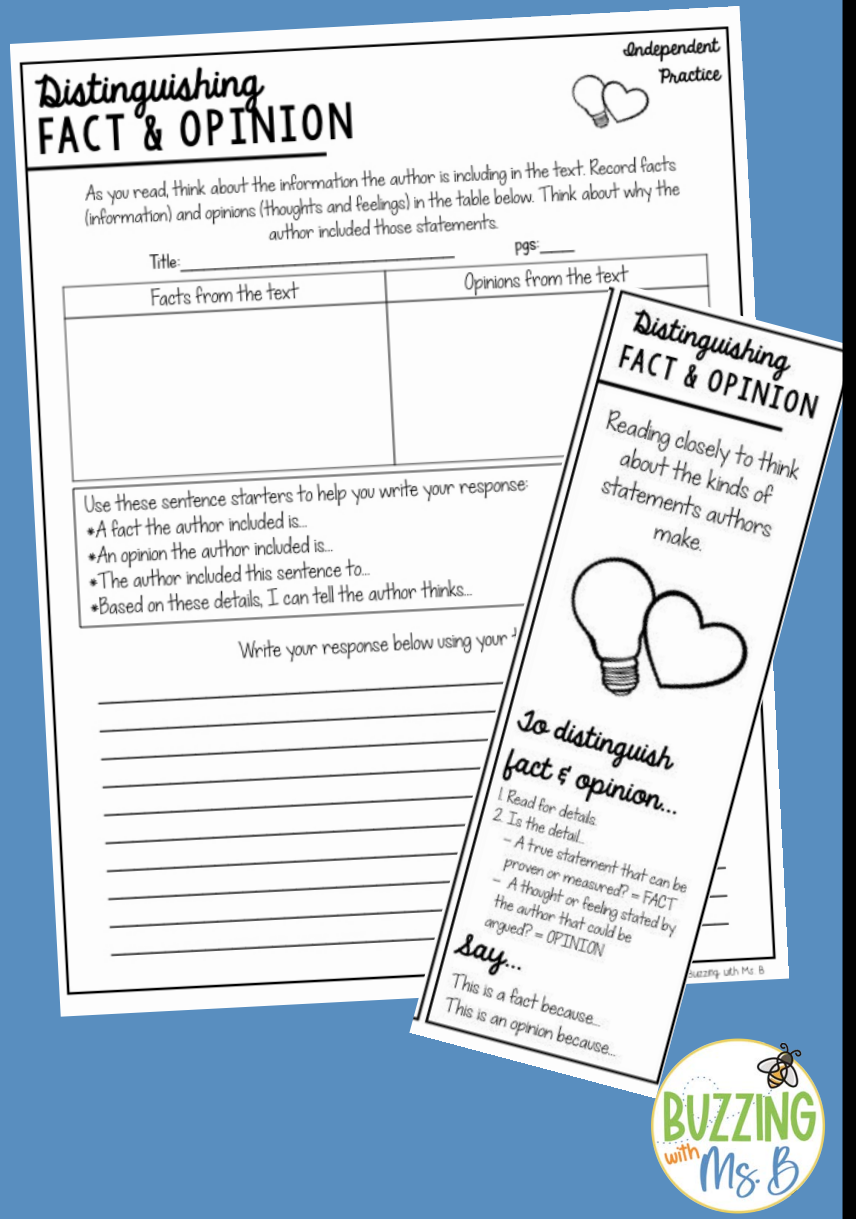
DIFFERENTIATED TASK CARDS



THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response





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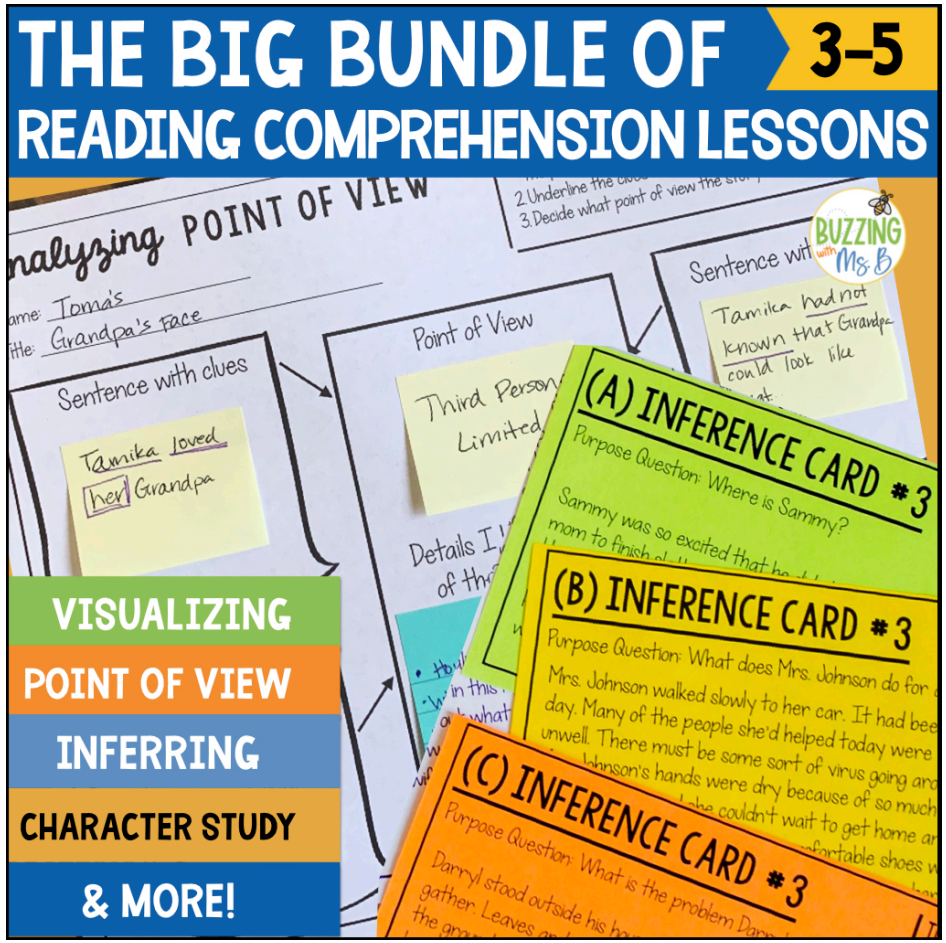
WHAT TEACHERS ARE SAYING

"I loved using this resource with my students who were struggling to grasp fact and opinion. The picture pages were PERFECT to provide concrete examples and were so engaging!"

"This resource helped me teach the important skill of Fact and Opinion with my students through distance learning. They particularly liked looking at the images and helping to create statements of fact and opinion, such as for the polar bear. The short passages for practice are also extremely helpful."

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Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!